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ABSTRACT

This report evaluates the bilingual-bicultural program in a New York City School District where more than half the 20,000 school children are of Asian (mostly Chinese-American) or Hispanic background. The goal of the program was to provide for the linguistic and academic needs of these children and to capitalize on their native language proficiency while competency was developed in English. The following factors are analyzed: instructional activities, staff development, community and parent involvement, curriculum development, and resource centers. The involvement and attitudes of teachers in the program are reviewed, with special attention to the usefulness of college courses relating to bilingual education: and a report by an outside observer on the effectiveness of the program is included. The evaluation design and methodology are described. Tables are presented and summarized along with the conclusions reached by the evaluators on the effectiveness of the program. (WP)

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FINAL REPORT

TITLE VII

BILINGUAL-BICULTURAL PROGRAM DIST. 2

Project # 403CH70424

1977 - 78

Dr. Barbara M. Weldon
Community Superintendent

Dr. Madeline Richardson
Deputy Superintendent/Supervision

Mr. Robert Soslau
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Evaluators
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CHAPTER I

PROGRAM DESCRIPTION AND EVALUATION DESIGN

I. INTRODUCTION

This is the final evaluation report on the 1977-78 Title VII Bilingual-Bicultural program in Community School District 2.

Community School District 2 consists of a multi-cultural and multi-ethnic student population of more than 20,000 children. The combined percentage of Orientals (mostly Chinese) and Hispanics in the district is over 50 percent. The majority of these students speak a language other than English and many of them have difficulty in adjusting to an all English-speaking school environment and so find it difficult to achieve normal academic progress.

The primary goal of the 1977-78 District 2 Bilingual-Bicultural program funded by Title VII and other sources was to provide for the special linguistic, academic, and cultural needs of the non-English speaking children. Activities capitalized on their native language proficiency while they developed competency in English. The success of these activities was the focus of this evaluation.

II. IMPLEMENTATION OF THE PROGRAM

A. Scope

The original Title VII proposal for the 1977-78 program primarily called for the implementation of bilingual-bicultural instruction for six hundred two (602) children in the 4th, 5th and 6th grades in nine (9) public schools and one (1) non-public school. The full-time personnel for whom support was requested included one Director, four resource specialists

(two for the Chinese-English program, and two for the Spanish-English program), two School and Community Relations teachers, one for each program), ten (10) bilingual Educational Assistants, two Family Assistants (one each program) and two (2) bilingual clerk typists, (one each program). The budget request also included funds for evaluators, consultants in material development and teacher trainers.

Because of reduced funding, the number of personnel and, of course, the scope of program activities had to be modified. Thus the number of full time staff supported by these project funds was: one director, two resource specialists (Chinese and Spanish); a bilingual typist, and seven educational assistants (three Chinese-speaking and four Spanish-speaking). In addition funds were used to support part-time staff to provide evaluation consultation, consultation in material development (one consultant in Chinese and one in Spanish) and part-time teacher trainers (for after-school workshops).

The scope was reduced to include two hundred fifty (250) children in six (6) public and one (1) non-public school.

B. Participants

The participating schools in the project were:

Chinese Component: P.S. 1, P.S. 42, and P.S. 130

Spanish Component: P.S. 33, P.S. 51, and P.S. 111

Non-Public School Component: St. Francis Xavier

III. ACTIVITIES OF PROGRAM

A. Instructional Activities

Classroom instructional activities were carried out as proposed. In addition to the instruction of subject areas in both English and the

dominant language, cultural activities were a strong component of the social studies curriculum. Participants in the project have been actively involved in cultural assembly programs such as the Chinese New Year and the Puerto Rican Discovery Day and, as before, performances by bilingual children in these assembly programs have been made into local television programs. In addition the New York State Education Department videotaped a program at one of the schools for use in its own program announcements. As in 1976-77, cooperation with Art Resource for Teachers and Students (ARTS) provided instruction for the children in this program in ethnic folk dances and songs and those of the United States, and they also had the opportunity to participate in theatrical productions of historical events and literary works from different ethnic backgrounds.

B. Staff Development

Staff training and development efforts continued in 1977-78, primarily through college credit courses from Seton Hall University and Fordham University. Moreover, teacher evaluation of these courses were obtained and these data appear in this report.

Chinese bilingual personnel enrolled in courses pertaining to bilingual education at Seton Hall University, with the courses held in Chinatown for the convenience of the teachers. In addition, District staff and University faculty worked closely on bilingual materials development, with the materials developed in conjunction with Seton Hall pilot tested during 1977-78.

Fordham University at Lincoln Center was the training agent for the Spanish bilingual personnel with both teachers and educational assistants taking a variety of courses.

In addition to these college-level credit courses the project had an after-school Workshops training program staffed by project supported teacher trainers who emphasized the practical instructional techniques.

To coordinate activities among staff for 1977-78, the project held a one-day pre-service training sessions before starting the program in which the project director discussed the different components of the project to the staff. To maintain coordination, since the beginning of this year, frequent workshops and meetings were held with teachers and paraprofessionals. Topics discussed included parental involvement, materials for pilot testing and evaluation, program design, teaching English as a second language, cultural activities for Puerto Rican Discovery Day and Chinese New Year and manipulation of materials for bilingual instruction.

C. Community and Parent Involvement

That the present project was originally funded in 1976-77 was the direct result of the community and parent involvement in and support of this project. As soon as the project was originally approved for funding, the District Bilingual/Bicultural Advisory Committee members were notified and meetings were held before the start of the program, and this Advisory Committee continued to meet with staff, usually monthly, throughout 1977-78. Moreover, throughout the year, the project director and the bilingual coordinators attended Parents Association meetings as well as made numerous visits to, and held conferences with, community people and agencies for discussions pertaining to the project. A final indication of parental interest is the parental contributions to the success of the cultural curriculum and assembly programs, and in 1977-78 some data are also

available from teachers on the extent of this participation.

D. Adult Education

The original project proposed activities of adult education classes for parents and community people. In 1977-78, as in 1976-77, because of limited funds, the project was not able to fulfill its original plans. However, once again the cooperation of a program funded by Title VI enabled the project to place interested parents in adult classes in that program at one of the Mini Resource Centers. Parents could attend morning or evening classes for instruction in English as a second language, citizenship and consumer education programs. But the limited Title VI funds kept more than one hundred and fifty (150) parents on waiting lists. It is hoped that increased future funding will be able to meet this important need of the parents and community people.

E. Curriculum Development and Resource Centers

The dire need for curriculum materials development for both the Chinese and Spanish components was helped significantly by the establishment of two Mini-Resource Centers at P.S. 124 (Chinese) and P.S. 33 (Spanish). As noted in the Interim Repo t, some Title VII projects are funded for additional personnel such as curriculum specialists for different subject areas, but this project was not, and therefore curriculum development was carried out to the extent possible by the project director, bilingual corrdinators and the two bilingual resource specialists.

Because of the limited funds awarded to the project, only $6,163 had been budgeted for instructional supplies and materials for the Chinese and Spanish components, and within this it was extremely difficult to adequately provide the participating schools with the necessary materials, supplies

and textbooks. Again, one resource teacher for each language component in a district-wide program is far from adequate to be able to offer all the assistance and resources to the schools in the program. It is hoped that increased funding for the next year will enable the project to truly meet the dire need for curriculum materials, instructional supplies, and additional personnel.

IV. EVALUATION DESIGN AND PLANS

The evaluation design presented in the original program proposal referred only to testing the instructional objectives of the program through tests given to pupils and teacher rating scales.

However, the evaluation team, in cooperation with the program staff, was able to add three other dimensions during 1977-78. First, an expert in bilingual education visited several classes in the Chinese-English program and rated 46 specific aspects of instruction observed, with these ratings presented in Chapter 3. Then the evaluation team and program staff designed two questionnaires to be completed by teachers in the program, with the first intended to estimate teacher reaction to university courses offerred as part of the staff development process, and the second designed to estimate the extent to which other staff related goals (such as those about teacher involvement in planning, or utilization of Educational Assistants) were implemented as proposed. Data from these instruments are presented in Chapter II.

In the effort to evaluate the extent to which program pupil achievement

goals were attained, both pre-post and post only approaches were used. In two areas, first language reading and knowledge of Chinese history and culture, the evaluation was in terms of gains, reflected in pre-post testing. In two other dimensions, knowledge of history and culture of Puerto Rico, and pupil attitude, the data were collected at the end of the semester and achievement of project goals tested against the criteria on improvement expected stated in the evaluation design submitted with the project proposal.

The five instruments used in the project were those stated in that proposal: 1) the test developed in 1976-77 by the Chinese Resource Specialist to test for ability in Chinese Language Arts; 2) the Prueba de Lectura for ability to read in Spanish; 3-4) the two project developed tests in History and Culture; and 5) the Fordham Scale for rating change in pupil attitude.

Data were available in all areas required except in English reading. Here the problem is that the program students who are relatively new admissions to school are excused from city-wide tests during their first year, and so do not have two consecutive reading scores even in their second year in the program.

Basically data were available from children in the program in the public schools involved. In some instances limited data were available from non-program students in comparable schools and from program students in non-public schools and where available these data will be presented.

In the Spanish-English program when the data were given to the evaluators at the end of the year it was learned that teachers completed the Fordham Attitude Scale at mid year rather than in May or June. Thus when these data are presented the reader will be reminded that the criterion level is not directly applicable since obviously, given more time, greater change would have been expected.

If the data indicated the criterion was met in all three grades an objective was considered "fully achieved." If the data indicated that the objective was achieved in two of three grades or if data were positive but available from only two grades, the objective was considered "generally achieved." If the data were positive in one grade but not the other(s), the objective was considered "partially achieved." If no criteria were met the objective was labeled "not achieved."

In this report, the data from the evaluation of aspects of the staff development effort are presented in Chapter II. Chapter III begins with the ratings provided by the observer of the Chinese-English program and then goes on to the objective data related to pupil achievement, understanding and attitude. Chapter IV summarizes the data in terms of the program objectives and presents the evaluators' conclusions as to its overall success.

CHAPTER II

TEACHER EVALUATION OF UNIVERSITY COURSES AND OF OTHER STAFF RELATED GOALS

I. UNIVERSITY COURSES

As noted in Chapter I, teachers in the program attended courses given by faculty from Seton Hall University (for teachers in the Chinese-English program) and by Fordham University (for teachers in the Spanish-English program). The value of these courses was evaluated through a questionnaire developed by program staff, the first 14 questions were adapted from "Student Opinionnaire for Appraising a Course and Its Information," Evaluation Service Center, Syracuse University, and completed by 34 participants in the Seton Hall courses and seven participants in the Fordham courses. The summary of these data appears in Table 1.

If one first considers sections A and B of Table I, referring to the instructional processes and instructional characteristics, it is clear that the data are strongly positive, typically with half or more choosing the most positive option given and for many questions with few or no respondents choosing the negative options. The most consistently positive response was to faculty appreciating students' point of view (item B2), to the belief that principles and concepts developed were well illustrated, (A4) and to the full explanation of course objectives (A1) ... all three with two thirds or more of the respondents at the positive extreme. Within these two areas (A and B) only one item reflected a negative evaluation by more than 12 percent: item A2 on the clarity with which plans were presented, where 24 percent overall considered them "loose", or "vague". In Area C too, where the questions concerned the overall evaluation of the personal and professional value of the experience, a solid majority (from 56

to 68 percent) chose the strongly positive or positive options. However, where on the previous questions those who were not positive were neutral rather than negative, here they chose the negative option. Thus the percentages choosing the most negative evaluation ranged from the 15 percent who thought they had become acquainted with "few" or "no" new ideas in the course to the 22 percent who felt the experience had been of "little" or "no" positive or personal value to them.

In summary[1] then the teachers come through as saying that the objectives were fully explained, assignments constructive, principles well illustrated and that faculty were understanding, very willing to help and answer questions, always fair, sincere and understanding and with broad grasp of their subject field and related fields. They had a more mixed opinion of the clarity of plans. Overall then, they found that the courses moderately stimulated their thinking, with useful information, a substantial number of new ideas, of great positive and personal value and quite valuable to their professional growth. All in all, this dimension of the staff development program was clearly successful.

II. OTHER STAFF RELATED GOALS

Through a questionnaire developed by the evaluation team, data were available from 10 teachers evaluating the basic non-instructional aspects of the program. First, an open-end question asked the teachers to list the objectives of the program and how they would explain it to parents. Then objective questions asked about aspects such as their participation in the District sponsored workshops, and participation in program planning and implementation. The open-end data are discussed in the next paragraph and Table 2 summarizes the responses of the teachers to the objective questions.

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1 This summary uses the modal responses for the combined group.

TABLE 1

TEACHER EVALUATION OF COLLEGE COURSE EXPERIENCES, BY COLLEGE

	Percent Who Choose Indicated Option		
	College A N = 34	College B N = 7	Combined Total N = 41
A. Planning and Development			
1. Objectives were:			
a) Fully explained	59	86	64
b) Discussed	26	14	24
c) Mentioned, implied	15		12
2. Plans were:			
a) Very well organized	41	57	44
b) Evident	38	0	32
c) Loose, vague	21	43	24
3. Assignments were:			
a) Meaningful, constructive	44	57	46
b) Adequate, helpful, fairly clear	50	29	46
c) Hazy, obscure	6	14	8
4. Principles, concepts developed were:			
a) Well, very well illustrated	73	71	73
b) Fairly well illustrated	21	29	22
c) Vaguely illustrated	6		5
5. Student involved in way which			
a) Strongly stimulated thinking	29	29	29
b) Moderately stimulated thinking	50	57	51
c) Did little to stimulate thinking	15	14	15
d) Discouraged thinking	6		5

B. Instructor Characteristic:			
1. Willingness to help students indiv.			
a) Very willing	53	29	49
b) Quite willing	35	57	31
c) Neither pleased nor displeased	12	14	20
2. Appreciation of student point of view			
a) Understanding, friendly	88	86	88
b) Sympathetic	9	14	10
c) Neutral, unconcerned	3	0	2
3. Ability, willingness to answer questions			
a) Excellent	50	43	49
b) Good	32	57	37
c) Fair	18	0	14
4. In dealing with students, was			
a) Always completely fair	59	43	56
b) Generally impartial, fair	41	57	44
5. Regard for students, as individuals			
a) Always genuine, sincere	38	14	34
b) Understanding, respectful	50	72	54
c) Generally good	9	14	10
d) Sometimes aloof, unthinking	3		2
6. Grasp of subject and related fields was			
a) Extremely good, thorough, broad	41	43	41
b) Good, extensive	35	57	39
c) Good in subject area, fair in related field	18	0	15
d) Fair in subject, weak in related fields	3	0	2
e) Omit	3	0	2

C. Usefulness, value of course			
1. The specific information will be			
a) Extremely useful	18	42	22
b) Quite useful	47	29	45
c) Of some use	20	0	17
d) Of very little use	15	29	17
2. In course, became acquainted with:			
a) A great many new ideas	21	43	24
b) A substantial number of new ideas	38	43	39
c) Some new ideas	26	0	22
d) Few or no new ideas	15	14	15
3. The experience of taking the course has been of:			
a) Great positive and personal value	29	42	32
b) Substantial positive and personal value	24	29	24
c) Some positive and personal value	26	0	22
d) Little or no positive or personal value	21	29	22
4. In terms of professional growth in field of bilingual education, the course was:			
a) Extremely valuable	18	43	22
b) Quite valuable	50	29	46
c) Of some value	12	14	12
d) Of very little value	20	14	20

TABLE 2

SUMMARY OF TEACHER PERCEPTIONS ON
NON INSTRUCTIONAL ASPECTS
OF PROGRAM

N = 10

Aspect and Specific Option	Percent of Teachers Choosing Option	
A. Professional development, assistance		
1. Number in-service workshops attended		
a) 10 or more	80	
b) 1-4	20	
2. Number grad. credits completed in 77-78 related to teaching in bilingual program		
a) 6 or more	80	
b) 1-5	10	
c) none	10	
3. Extent which has learned to use behavoiral objectives in 1977-78		
a) already knew	80	
b) didn't know and learned somewhat	20	
4. Resource Specalst. helped in placing new admissions by testing		
a) all, most	20	(29)[a]
b) some	20	(29)
c) none	30	(42)
d) omit	30	
5. Extent to which reference materials, resources, professional book made available in 77-78		
a) considerably	50	
b) somewhat	50	
B. Participation in aspects of planning		
1. Input in assessing, ordering materials		
a) considerable	60	
b) some	20	
c) none	20	
2. Participation in reviewing, adapting curriculum, develop, select new materials		
a) considerable	30	(33)
b) some	40	(44)
c) none	20	(22)
d) omit	10	

a These percents are based on the responders only.

C. Role of Bilingual Professional Assistant

1. Frequency of meetings with teacher		
a) don't have one	30	
b) meet weekly at least	50	(84)
c) meet less than once a week	10	(16)
d) omit	10	
2. Skills demonstrated by Bilingual Professional Assistant during 1977-78 (N = 6) *		
a) Teaching English reading to small groups	83	
b) Providing other English language instruction to small groups	83	
c) Teaching reading in Spanish or Chinese to small groups	33	
d) Communicating positively with parents	33	

D. Parental Interactiom

1. Frequency with which parents are invited to attend classes		
a) at least once a month	0	
b) once very few months	20	(22)
c)once or twice a year	40	(44)
d) never	30	(33)
e) omit	10	
2. Number of parents who have shared heritage by participating in class activity		
a) 3 or more	10	
b) 1 or 2	40	
c) no parents	40	
d) omit	10	

*These percents are based on the six respondents who indicated they had a Bilingual Professional Assistant and multiple responses were possible

Although separate questions asked teachers to list the objectives of bilingual-bicultural education "in general" and "in District 2" teachers gave the same responses, all ten wrote that it was intended to provide for instruction in two languages, and/or to provide for instruction in content areas in the child's first language while learning English. However, only three of the ten specifically referred to the bicultural dimension, by noting that it was also intended to help a child maintain and strengthen the first language cultural orientation while learning about the American culture. While this sample of teachers is small it is of interest to note this teacher emphasis on the "bilingual" rather than the "bicultural" dimension for the data presented in Chapter III will note more consistent success in the academic areas as compared to understanding of history and culture.

The last open-end question asked how teachers would explain the program to parents and most referred to both cognitive and personal advantages ... referring to learning (both English and the first language) but also referring to the child's avoiding unnecessary failure and feeling more comfortable in school, and to the fact that the teachers are bilingual. In reading these responses, the evaluator's were impressed by the sensitivity displayed in these hypothetical conversations with parents.

Considering Table 2, eight of the ten respondents had attended the stated goal of 10 in-service workshops, eight too had completed the goal of six graduate credits and all either knew or had learned to use behavioral objectives. However, only four of these ten teachers reported that the Resource Specialist was providing the help in placing new admissions that was projected in the proposal, undoubtedly because of her other responsibilities in regard to testing and materials development.

A large majority of these teachers reported "some" or "considerable" involvement both in assessing and ordering materials and in reviewing, adapting, and developing curriculum and so these goals were achieved. Achieved too, was the goal of meeting weekly with the Bilingual Professional Assistant with 84 percent of those with an Assistant reporting meetings of this frequency. Of the four responsibilities specified in the program proposal for the Assistants, five of the six teachers noted that their Assistant was teaching English and other subjects to small groups, but only two reported that the Assistant was teaching first language reading or was communicating positively with parents. While the numbers are small of course, this is an aspect which program staff should observe.

The final area covered involved parental interaction, and there is evidence in the data that most teachers (six of nine) did invite parents to attend classes, although this is still below the goal of 100 percent. However, 5 of the 10 teachers reported parents as sharing their heritage with the class, and this reaches the goal of 20 percent participation.

Overall then these data from the 10 responding teachers, while limited by sample size, do indicate good achievement of these staff development goals in 1977-78, while also identifying the aspects which need most attention in 1978-79: more frequent help in placing new admissions, more widespread extending invitations to parents to visit classes, and the use of Bilingual Professional Assistant to provide first language instruction.

CHAPTER III

OBSERVER REPORT AND DATA ON INSTRUCTIONAL OBJECTIVES

I. OBSERVER REPORT

A. Ratings

As noted in Chapter I, an expert in bilingual-bicultural education, Professor Winston Yang of Seton Hall University observed classes in the Chinese-English program during the Spring of 1978. He was asked to use a rating scale developed by the evaluation team which listed 46 aspects of the instructional process and asks the observer to indicate which were considered above average and which below average in the classes observed.

Figure 1 provides a summary of Professor Yang's ratings, and as can be seen there he felt that 40 of the 46 aspects listed could be considered above average for the classes he saw in District 2, with three rated below average. The other three were considered not applicable: teacher evaluation of pupils, and two items related to audio-visual materials, for Professor Yang noted that he saw "no use of audio-visual materials."

Obviously these ratings are strongly positive, with the one instructional dimension in need of improvement being the extent to which the teachers connected the lessons observed either with the experiences of the children or events in the school and community. It may well be that this observation by Professor Yang is consistent with the data noted in the previous chapter in which teachers reported program objectives more consistently academic than related to the bicultural dimension, possibly the relationships he felt were lacking between lesson and childrens' experiences of community events would come from the teacher more involved with that bicultural dimension.

Figure 1

Aspects In Class Observer Considered

Above and Below Average

A. Aspects Related Above Average

1. Planning and Continuity

Lesson reflected careful and thorough planning, related to
- a) larger cultural group
- b) previous lesson
- c) future lessons
- d) organizational forms used well i.e., individual work, group work

2. Teacher Competence in:
- a) theory, practice in bilingual education
- b) child development
- c) principles of learning
- d) social and cultural values
- e) application, development of curriculum
- f) knowing, anticipating conflicts and using... the differences between language systems
- g) content area involved in the lesson
- h) understanding methodology involved in lesson
- i) being able to translate that methodology into classroom practice
- j) creativity, imagination

3. Questioning, Evaluation and Expectations
- a) teacher formulates questions clearly, uses questioning appropriately
- b) teacher communicates a feeling that questions from children are welcome, a part of lesson
- c) lesson showed good depth, contained challenge
- d) teacher has set reasonable, challenging expectations
- f) teacher has communicated expectations in supportive way
- g) teacher provokes curiosity, thinking, extends level of response

4. Teacher Pupil Relationship
- a) teacher communicates respect for children's culture
- b) teacher communicates effectively, children understand
- c) teacher elicits participation from most of children, and attention from non-participants
- d) teacher has good control of class, of learning process
- e) teacher reflects acceptance of all children
- f) teacher communicates caring, concern for all children and their growth and development.

g) teacher communicates faith in children, belief in their ability to learn
h) teacher communicates a sense of dignity to children

5. Pupil Functioning
a) children displayed interest, enthusiasm
b) children display respect, confidence in teacher
c) children respect each other
d) children exhibit respect for own language, culture
e) children show natural acceptance of bilingual-bicultural condition
f) children evidence sound learning, study habits
g) children function well as individuals when work this way
h) children work well in groups
i) children exhibit a natural approach to use of language, without stress
j) students respond when teacher asks questions, seeks a response
k) students to ask questions as appropriate, initiate aspects of lesson
l) children exhibit a reasonable level of creativity, imagination

B. Aspects Related Below Average

1. Connection of lesson with:
a) experiences of children
b) events in school, community

2. Use of Other Staff

Asked also to make four overall ratings, "assuming that the nature and quality of instruction you have just seen is typical ....", Professor Yang rated the quality of instruction as "excellent, well above average," and predicted that the children would improve "significantly" in English and in the content areas, but that they would only improve "somewhat" in Chinese.

Further insight into these ratings is provided by the narrative below by Professor Yang, which was on the final section of the observation form for one class.

B. OBSERVER COMMENTS

1. Staff Behavior

The teacher of the class was in total command of her class. She presented her materials very systematically. Interesting and well-organized, she led her students to learn step by step. I was impressed with her effectiveness. Her assistant, a para-professional, was not involved in teaching during my observation.

2. Student Behavior

Nearly all students except one or two listened attentively to the teacher. They read after her and answered her questions quite well. Interested in what they were taught, the students learned the materials efficiently. One or two students, however, were doing something else. Two or three students were not doing well because of their deficiencies in English.

3. Learning Activities

The learning activities consisted mainly of pronunciation practices, uses of idiomatical expressions, and sentence-making in English. The teacher taught mostly in English; Chinese was used only occasionally. Considering the fact that heavy emphasis is being given to the learning of English, I do not think that the students will improve their native language, Chinese, significantly.

4. Physical Environment and Materials

The materials used were well-designed. The classroom, however, was quite warm and too crowded.

II. DATA ON INSTRUCTIONAL OBJECTIVES

1. Chinese-English Program

Table 3,4,5 and 6 present the data available to test the instructional objectives in the Chinese-English program. These tables come from administration of the project developed tests in Chinese Language Arts and History and Culture given at the beginning and end of the year, and of the Fordham Scale for Rating Pupil Attitude, completed by teachers at the end of the year.

a) English Reading

A search of the District data available for children in the Chinese-English program provided 1976-77 baseline English reading grade equivalents for fewer than 10, and 1977-78 Language Assessment Battery percentiles for forty-seven. Of these, in Grade 4,20 were below the tenth percentile and 5 between the tenth and eighteenth percentile. In Grade 5 the break down was 17 and 5 in these two intervals, indicating only limited English reading ability for this sample.

b) Chinese Language Arts

Table 3 presents the distribution of scores on the project developed test in Chinese Language Arts. In every grade a majority of the students made some gain, but only in Grade 4 was the mean gain substantial and significant, thus progress here can only be considered to have been partially achieved.

TABLE 3

RAW SCORE SCHANGES ON PROJECT DEVELOPED TEST IN CHINESE LANGUAGE ARTS

Chinese-English Program, by Grade

Statistic	Percent With Indicated Change in Grade: 4	5	6
A. Total Tested	40	56	65
B. Number with pre test only	11	10	15
C. Number with post test only	11	14	25
D. Number with pre post	18	32	25
E. Of these percent with:			
1. No Change		13	12
2. Gains of			
1		6	32
2-4		41	32
5-9	83	19	12
10+	6	6	
3. Declines of			
1		3	4
2-4	11	9	4
5-9		3	4
F. Mean Change	+6.3	+3.0	+1.6

c) Knowledge of Chinese History and Culture

Tables 4 and 5 present data from the project developed test on Chinese history and culture. Table 4 presents the distribution of gains with Table 5 presenting the distribution of the post-test scores, since the evaluation objective was stated in terms of a criterion percentage (60%) achieving a score of 65 or higher.

Neither the data of Table 4 ... small majorities gaining (60% in Grade 5, 69% in Grade 6) and insignificant mean gains..... nor the data of Table 5 ... only 14 percent and 23 percent achieving 65 or higher on the post test support the achievement of this objective. In fact, on the post test higher proportions scored below 40: 41 and 43 percent in Grades 5 and 6.

TABLE 4

RAW SCORE CHANGES ON PROJECT DEVELOPED

TEST OF KNOWLEDGE OF CHINESE HISTORY AND CULTURE

by Grade

Statistic	Percent with Indicated Change in Grade 5	6
A. Total Tested	62	56
B. Number with pre test only	10	12
C. Number with post test only	20	31
D. Number with pre post	32	13
E. Of these percent with:		
1. No Change	9	23
2. Gains of		
1	12	
2-4	25	54
5-9	22	15
10+		
3. Declines of		
1	19	
2-4	9	8
5-9	3	
F. Mean Change	+1.7	+2.4

TABLE 5

DISTRIBUTION OF POST-TEST
SCORES ON PROJECT DEVELOPED TEST
OF KNOWLEDGE OF CHINESE HISTORY AND CULTURE,
CHINESE-ENGLISH PROGRAM
By Grade

Statistic	Percent With Indicated Score in Grade: 5	6
A. Score of		
80-and over	6	7
70-79	4	7
65-69	4	9
60-64	6	9
50-59	19	11
40-49	21	14
20-39	31	41
1-19	6	2
0	4	0
B. Mean	43.5	47.2
C. Number with post scores	52	44
D. Percent with scores of 65 or higher	14	23

d) Pupil Attitude to School and Self

The data on changes in pupil attitude are presented in Table 6. In each grade teachers reported improvement on an average of at least seven of the ten items rated; a significant level of improvement. As would be expected from these means, large majorities ... 86 to 95 percent ... achieved the criterion of improvement on at least five items.

Thus these data indicate that the objective related to improved attitude towards school and self was fully achieved.

2. Spanish-English Program

Tables 7,8 and 9 present the data available for testing the instructional objectives in the Spanish-English program. Data are available to test achievement of the objectives related to gains in ability to read Spanish, as estimated by the pre-post administration of the Prueba de Lecture, in knowledge of Puerto Rican history and culture as estimated by the post-only administration of the project developed test, and for changes in pupil attitude as estimated by the completion by teachers of the Fordham Scale at mid-year. As noted in Chapter I, this scale was completed earlier than planned and so evaluation of this objective is limited. No data were provided for estimating gains in English reading, for the same reasons similar data were not available for the Chinese-English program.

TABLE 6

TEACHER PERCEPTION OF CHANGES IN PUPIL

ATTITUDE, CHINESE-ENGLISH PROGRAM, FORDHAM SCALE

By Grade

Statistic	Percent with Indicated Change in Grade		
	4	5	6
A. Number rated	15	42	38
B. Of these, percent rated improved on			
1) 0 items	7		
2) 1-2 items	7		
3) 3-4 items		5	5
4) 5-6 items	7	16	13
5) 7-8 items	32	43	52
6) 9 items	40	26	24
7) all 10 items	7	10	5
C. Mean Number of Items as improved	7.0	7.7	7.5

a) Ability to Read Spanish

The data in Table 7 on raw score changes on the test of ability to read in Spanish show wide spread gains and substantial gains in two of three groups for whom data are presented. In the small sample of children from a comparison public school 80 percent did gain, but half these gains were five raw score points or fewer.

In all three grades of the program public schools half the pupils gained more than 10 points as did 57 percent of the program pupils in the non-public school.

This pattern of significant gains in each grade in the program public school and in the across-grade sample in the non-public school indicates full achievement of the objective related to improved ability to read Spanish.

b) Knowledge of Puerto Rican History and Culture

The distribution of scores on the post-test in Knowledge of Puerto Rican History and Culture are presented in Table 8. These data indicate that only small proportions of the children in Grades 4,5 and 6 (23,13 and 0 percent respectively) achieved the criterion of 65 percent. Moreover, in each grade, larger proportions (37, 47 and 31 percent) achieved scores of less than 40.

Thus there is no evidence that the objective related to gains in Knowledge of Puerto Rican History and Culture was achieved. In part this may be due to the concentration on Puerto Rico in this aspect of the program, when the pupil population has a broader base.

TABLE 7

CHANGES IN ABILITY TO READ IN SPANISH
PRUEBA DE LECTURE, IN RAW SCORES by
Type of School and Grade

	Percent With Indicated Change				
	Program Public School			Program Non-Public School	Comparison Public School
Statistic	G4	G5	G6	G4 - 6	G6
A. Number with pre-post[a]	30	26	13	16	10
B. Of these, percent who					
1. Did not change	3			16	
2. Gained:					
1-5	27	15	24	12	40
6-10	10	23	31	25	20
11-20	30	15	15	12	10
21-30	17	23	31	6	
31-40				33	10
41-50	3			6	
3. Declined					
1-5	3	12			10
6-10	7	12			10
C. Mean Change	+11.1	+9.1		+13.1	+6.7

a The numbers tested "pre only" and "post only" which were presented for the Chinese-English program are not available for the Spanish-English program since teachers submitted data only for those who took both tests.

TABLE 8

DISTRIBUTION OF SCORES ON PROJECT DEVELOPED TEST ON KNOWLEDGE OF PUERTO RICAN HISTORY AND CULTURE, SPANISH-ENGLISH PROGRAM, By Grade

Statistic	Percent with Indicated Score in Grade		
A. Score of	4	5	6
80 and over	3	3	
70-79	14	3	
65-69	3	7	
60-64	3	3	
50-59	16	14	26
40-49	24	21	43
20-39	30	41	26
1-19	7	3	5
0		3	
B. Mean	43.6	40.0	42.1
C. Number tested	37	29	19

c) Pupil Attitude

Table 9 presents the data on changes in pupil attitude. As noted in Chapter I the teachers completed these mid year rather than at the end of the year, and so the criterion of 60 percent showing improvement on five or more of the ten items was not applicable.

Actually in grades, four, five and six, 43 percent, 40 and 38 percent reached or exceeded the criterion level by mid year, and the mean number of items on which progress was shown was 3.5 to 4.3, reasonably close to the criterion of 5 for the entire year.

It is concluded therefore, that good progress was shown in the area of pupil attitude and that the objective can be considered to have been generally achieved.

TABLE 9

TEACHER PERCEPTION OF CHANGES IN PUPIL ATTITUDE, SPANISH-ENGLISH PROGRAM, FORDHAM SCALE, By Grade

Statistic	Percent With Indicated Change in Grade 4	5	6
A. Number Rated	35	20	21
B. Of these percent rated as improved on			
1) 0 items	14	5	
2) 1-2 items	17	20	14
3) 3-4 items	26	35	48
4) 5-6 items	23	30	38
5) 7-8 items	3	10	
6) 9 items	3		
7) all 10 items	14		
Mean	4.3	3.9	3.5

CHAPTER IV

CONCLUSIONS AS TO ACHIEVEMENT OF OBJECTIVES

I. ACHIEVEMENT OF OBJECTIVES RELATED TO STAFF DEVELOPMENT, PARTICIPATION AND UTILIZATION

The data presented in Chapter II indicate that the major dimensions of the objectives related to the instructional staff were achieved. The in-service courses provided through Seton Hall and Fordham Universities were positively evaluated by the participating teachers who not only praised the faculty involved and the instructional aspects of the courses, but also reported professional and personal gains from the course experiences. Similarly, the responding teachers felt that the District related objectives were generally achieved: they felt part of the planning process and of the process of curriculum development, and they reported attending the in-service workshops to the extent proposed.

As noted in Chapter II, there were dimensions which did not meet the levels proposed: the Bilingual Educational Assistants did not perform all of the duties specified to the extent proposed nor were parents invited to visit classes as frequently as they should have been.

But considering all of the objectives, the evaluation team concludes that these non-instructional aspects, primarily related to staff development, were well implemented by the District staff in 1977-78, and were well received by participating teachers.

II. ACHIEVEMENT OF THE INSTRUCTIONAL OBJECTIVES

Figure 2 summarizes the data reported in Chapter III on the achievement of the instructional objectives. In the Chinese-English program, the objective related to improvement in Chinese language arts was considered partially achieved since there were gains in all three grades but these were statistically and educationally significant in only one of the three grades tested. The objective related to

knowledge of Chinese history and culture was not achieved, with fewer than one child in four achieving the criterion score on the post-test. However, the objective related to improved attitude was fully achieved, with more than four in five of the children showing improvement on more than the criterion of five of the ten characteristics rated.

To provide some continuity, the evaluators compared Figure 2 with the comparable summary presented in the evaluation for 1976-77. When this is done, one sees that there has been improvement in two of the three areas: for Chinese Language Arts (going from "not achieved" to "partially achieved" and in pupil attitude (from "generally" to "fully" achieved). However, the "general" level of achievement in Chinese History and Culture for 1976-77 was not maintained.

This suggests that the goal of creating a school and class climate in which children could study and learn without the pressure and anxiety of coping with a language they did not know has been successful in its attitudinal dimensions, and has moved forward as well in terms of first language skills. Both evaluators and program staff are puzzled why corresponding success was not achieved in history and culture, but it is an aspect needing discussion with teaching staff.

Coupling this evidence of progress with the extremely positive evaluation of the in-class observer indicates that the 1977-78 Chinese-English program continued to move forward, although not as fully as was hoped.

FIGURE 2

SUMMARY OF CONCLUSIONS AS TO ACHIEVEMENT OF INSTRUCTIONAL OBJECTIVES,

By Program

Variable and Criterion	Chinese-English Data Base	Chinese-English Conclusion	Spanish-English Data Base	Spanish-English Conclusion
1. First Language Rdng Significant Imp.	Signif. Imp. only in Grade 4	Partially Achieved	Signif. Impr. for both pulic and non public school samples	Fully Achieved
2. English Rdng Significant Imp.	Insufficient Data	Not tested	Insufficient Data	Not tested
3. Knowledge of Hist. and Culture, First Lang. Group 60% score 65% or higher	Fewer than 25% reached criterion score	Not Achieved	Fewer than 25% reached criterion level	Not Achieved
4. Improved Attitude to school and self 60% show improvement on 5 or more aspects	86 to 95 % reached criterion level	Fully Achieved	By mid-year[1] 38 to 43% reached criterion	Generally Achieved

1 The reader is reminded that teachers completed these forms at mid year rather than at the end of the year.

Figure 2 also indicates that the Spanish-English program fully achieved its objective related to improvement in ability to read in Spanish and moderately achieved its objective related to improved pupil attitude, but like the Chinese-English program, did not achieve the objective related to increased knowledge of history and culture. This last is not as puzzling as was the same finding in the Chinese-English program, for as noted in Chapter III, it is possible that too much concentration was placed on Puerto Rico to the exclusion of other Spanish-speaking areas from which children in the program have migrated.

Comparing these results to 1976-77, the comparison follows that just noted for the Chinese-English program: improvement for first language reading skills, but loss of ground for history and culture. In ability to read Spanish there was a large improvement, from "not achieved" in 1976-77 to "fully achieved" in 1977-78, but exactly the opposite movement for history and culture. For attitude, there was comparable achievement in the two years, considering the problem with the 1977-78 data.

Thus 1977-78 shows good progress in the important area of first language reading skills, but not in history and culture.

In both programs, the lack of solid data on gains in English reading make clear that dependence on the city-wide tests will not provide data for evaluations in this program. Too few students have two consecutive test scores, and too many are excused from the testing because of limited language to make for a solid data base. Therefore this program must begin to generate some internal estimates of ability to read in English. While the evaluation team is aware of the already heavy testing program in the schools within the District, and so is reluctant to ask for yet another test, it is necessary if, in the future, there is to be any evaluation of the impact of the program on English reading skills.

In conclusion, the evaluators believe that continued progress in first language reading skills and in the affective domain reflected in attitude towards self and schools combined with solid implementation of the staff development dimensions and the extremely positive ratings of the observer in the Chinese-English program made 1977-78 a year of accomplishment for this program deserving of recycling. For 1978-79 program and teaching staff should consider how to remedy the lack of progress in the learning of history and culture and should determine how best to generate estimates of growth in ability to read English.